



FIRST THINGS FIRST

Ready for School. Set for Life.

AGENDA ITEM: First Things First 2012 Annual Report

BACKGROUND: A.R.S. 8-1192 A(4) requires the Board to prepare an annual report describing the funds distributed and the outcomes achieved for children and families.

Printed copies of the report must be submitted by September 15, 2012 to the governor, president of the senate, speaker of the house, secretary of state and the Arizona State Library, Archives and Public Records. The report also must be posted on the First Things First website, and a link to the report provided to all members of the State Legislature.

This year's report is a departure from the substantially longer formats of the past few years. The intent is to provide highlights in various areas, including progress in building a statewide early childhood system, growth in our major programs, statewide service numbers, examples of regional successes and FTF's financial stability. Staff feels this format increases the likelihood that the entire document will be read, and that it allows the material to be used in others ways, including as part of FTF's efforts to increase awareness of the importance of early childhood.

The text provided is in draft form, pending feedback from the state Board. Please Note: the Service Numbers included on Page 9 and the Financial Information included on Page 17 are from FY2011. In addition, there are various places in individual stories where service numbers are replaced with xxx. All of these are placeholders for design purposes until the FY2012 information is compiled later this month. The correct FY12 information will be inserted prior to final submission of the report.

In addition, some of the photographs included may be substituted as the information and design is finalized.

RECOMMENDATION: The CEO recommends review and approval of the FTF 2012 Annual Report.

A photograph of a woman with dark hair, wearing a blue t-shirt, leaning over a white crib. She is smiling and looking at a baby who is sitting up in the crib. The baby is wearing a red and black striped shirt and has colorful bows in their hair. The background is a soft-focus view of a window with blinds.

ONE CONNECTION INSPIRES MILLIONS

FIRST THINGS FIRST
2012 ANNUAL REPORT



FIRST THINGS FIRST

Ready for School. Set for Life.

DRAFT

Making Progress in Getting Kids Ready for School and Set for Life

Dear Friends,

In February 2012, Arizona celebrated 100 years of statehood. Since Arizona's frontier days, our economy has grown and changed significantly, evolving from an agricultural powerhouse to be a leader in bio- and environmental technology. With an employment landscape transforming from cotton and cattle to solar farms and leading-edge genetic research centers, every Arizona child needs access to a high-quality education in order to be ready to take their place in a competitive 21st-century workforce.

Research has shown that the academic and character skills critical to success in school, business and life are developed long before children enter kindergarten. Making sure that all Arizona children have a strong foundation in the crucial early years is what First Things First is all about. In fiscal year 2012, we saw incredible progress for young children in several areas.

A high quality early childhood system is taking shape. This year, hundreds of early childhood stakeholders statewide came together to make critical decisions on how we define and measure success. These conversations led to not only the development of the Arizona School Readiness Indicators (page 4), but also to a heightened level of cooperation among all aspects of the system. Whether it's working together to develop a way to consistently assess kindergarten readiness, or winning and implementing multi-million dollar federal grants, the partnership among parents, providers, philanthropy, the faith community, state agencies and business in supporting Arizona's future students has never been stronger.

Families have more choices for high quality programs to help them prepare their children for school. First Things First doesn't tell parents how to raise their children. We partner with parents to make sure they have the information and support they need in making the best decisions for their own families. In "Education Reform Starts at Birth (page 6)," we describe how Quality First – Arizona's system for improving and rating the quality of child care – is improving the quality of early learning programs for more than 41,000 children statewide.

Funds are being used efficiently and effectively. From the northernmost tip of the Grand Canyon to our southern borders; from the copper mines of the east to the wind farms of the west, early childhood funds administered by FTF are changing outcomes for thousands of Arizona children and their families. "Local Choice; Statewide Impact (page 8)," paints the picture of success in both statistics and stories.

Responsible investment ensures resources will be available to sustain early childhood programs. As responsible stewards of public money, First Things First is committed to maximizing resources to improve outcomes for kids. Our financial report (page 16) shows how an innovative approach to investment is helping us ensure that funding is available to fulfill Arizona's commitment to our youngest children.

And, more Arizonans are actively involved in community conversations about supporting the education and health of young children. If early childhood isn't your issue, it should be. Virtually every aspect of society – from education and government spending to economic development and national security – is affected by what happens to children birth to 5 years old. "Growing the Community Conversation (page 18)," describes FTF's leadership role in giving Arizonans more opportunities to get information about the importance of early childhood, and tools to help them expand that conversation in their neighborhoods.

We hope that you will read on to learn more about our progress this year. We are very excited about how FTF continues to move forward in fulfilling Arizona's commitment to our youngest children.



Steven W. Lynn
Board Chair



Rhian Evans Allvin
Chief Executive Officer

FAMILY SUPPORT

58,091

PARENT KITS DISTRIBUTED

7,709

ARIZONA FAMILIES ENJOYED STRONGER, MORE SUPPORTIVE PARENT-CHILD RELATIONSHIPS THROUGH HOME VISITATION

2,310

CALLS TO BIRTH TO 5 HELPLINE

59,438

PARENTS, GRANDPARENTS, AND CAREGIVERS ATTENDED VOLUNTARY CLASSES IN COMMUNITY-BASED SETTINGS ON TOPICS SUCH AS PARENTING SKILLS, CHILD DEVELOPMENT, LITERACY AND NUTRITION.

40,880

FOOD BOXES TO FAMILIES WITH KIDS 5 AND YOUNGER TO PREVENT HUNGER AND THE DEVELOPMENTAL DELAYS IT CAN CAUSE

HEALTH

12,112

ORAL HEALTH SCREENINGS ADMINISTERED TO CHILDREN STATEWIDE

11,433

FLUORIDE VARNISHES APPLIED TO PROTECT AGAINST DENTAL DECAY

8,029

DENTAL CARE REFERRALS

ACCESS TO QUALITY EARLY EDUCATION

6,171

INFANTS, TODDLERS AND PRESCHOOLERS RECEIVED SCHOLARSHIPS TO ACCESS EARLY EDUCATION SERVICES (3,764 OF SCHOLARSHIPS; 2,407 PRE-K SCHOLARSHIPS)

36,000

HAVE ACCESS TO A HIGHER STANDARD OF CHILD CARE THROUGH QUALITY FIRST

893

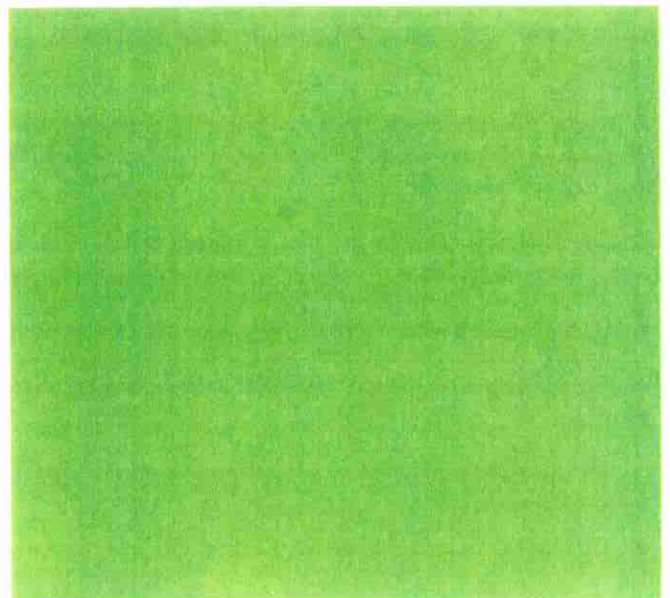
CHILD CARE PROVIDERS RECEIVED HEALTH CARE CONSULTATION

743

TEACHERS RECEIVED SCHOLARSHIPS

1,452

STIPENDS TO REWARD LONGEVITY AND CONTINUOUS LEARNING AMONG THOSE TEACHING OUR YOUNGEST KIDS





WHITERIVER, ARIZONA

Child care on the White Mountain Apache Reservation is truly a family affair. Rosalind raised her own children and is now looking after Darrion, her 3-year-old grandson, while his parents go to school. Although she lovingly raised her children, Rosalind wanted to improve her teaching skills so Darrion is better prepared for preschool.

The Apache Families First Program, sponsored by the FirstThings First White Mountain Apache Tribe Regional Partnership Council, is helping family caregivers like Rosalind better support the health and learning of the young children they care for.

Through training sessions at Northland Pioneer College, parents and grandparents like Rosalind learn how to teach reading, writing and math at home and the basics of first aid and CPR. The goal is to make sure children are ready for success in kindergarten and beyond.

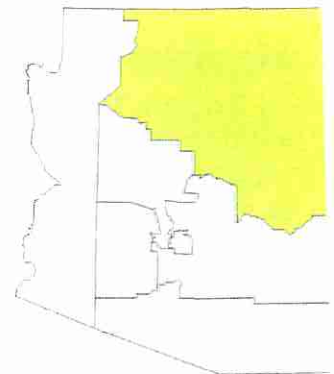
This year, **xxx** home-based child care providers – including parents, families, friends and neighbors – have been a part of the program. It's a family support initiative, building on the skills they have to make sure success in school starts at home.

"Taking the classes, there were a lot of things I didn't know," Rosalind said. "It really helped me out and encouraged me to work with my grandson and teach him and make him prepared for school so that way it'll be easier on him and the teacher."

Rosalind said she now knows the importance of teaching using art activities and songs to add to the lessons.

At the end of training, Rosalind received books, puppets, board games and blocks to use at home with Darrion, who is quickly picking things up.

"He'll make sentences when he talks, he knows his abc's and his numbers," Rosalind said, adding that she definitely thinks he is ready for school.





Every educational system has ways to hold itself accountable for success - from increased reading scores and decreased dropout rates in K-12 schools to the number of degrees conferred and improving matriculation rates in colleges and universities.

Now, for the first time ever, Arizona's early childhood system has identified the indicators that will be used to determine if we are getting more young kids ready for school and set for life!

Identified by a diverse group of stakeholders – including parents, early childhood and health providers, funders, advocates and FirstThings First Board, regional council members and staff – these indicators offer a comprehensive view of the support kids need from their families and from their communities to arrive at kindergarten prepared to succeed.

"Of course, children need to be able to identify letters, colors and shapes; we call that cognitive development," FTF Chief Program Officer Karen Woodhouse said. "But being prepared to succeed in today's kindergarten classrooms requires so much more than that; they have to be well developed physically, emotionally and socially, too."

While FTF is not solely responsible for these School Readiness Indicators, we are responsible for contributing to the overall system's success in meeting them. By setting incremental goals and reaching those targets, we know that we're doing our part to help kids get to school with the tools they need to be successful.

FTF is currently in the process of identifying what its annual targets in each of the indicators will be. Once the targets are identified, yearly progress will be reported to the state Board, FTF's 31 regional partnership councils and the community at large.

"It's about tracking progress toward your goal and making adjustments where needed," Woodhouse said. "It's about being able to say to voters, stakeholders, policymakers and especially to families with children birth to 5 years old that the commitment Arizona has made to young kids is paying off."

NATIONAL ADVISORY PANEL

Preparing young kids for success in school and in life means making sure First Things First programs and services are the best they can be. Guided by the principles of innovation, continuous improvement and accountability, FTF created the First Things First Early Childhood Research and Evaluation National Advisory Panel.

Starting in January 2012, this blue ribbon panel of nationally recognized early childhood experts met to recommend the steps FTF can take to make sure the programs being funded are making a difference – for individual children and families, and for school readiness throughout Arizona.

In June 2012, the panel presented to the FTF Board 17 recommendations to build Arizona's capacity to collect and analyze information about changes in outcomes for young kids, and ways to look at specific programs to gauge success and improve quality. The panel's report is available on the First Things First website, azftf.gov.

A comprehensive plan for implementing the panel's recommendations – including significant stakeholder input – will be presented to the FTF Board in October 2012.

In Arizona, parents have many choices when it comes to choosing a high quality K-12 or university education for their child. But, 90% of a child's brain develops by the time they are 5, and their success in school depends largely on their education *before* they enter kindergarten. At FTF, we are working to improve the quality of child care and give parents more choices in their child's early education through Quality First!

Quality First is Arizona's voluntary quality improvement and rating system. Almost one-quarter of Arizona's licensed and certified child care providers have signed up to participate in Quality First, making a commitment to improving the education their students receive.

Through Quality First, child care providers are assessed in three research-based areas of quality:

- Whether interactions between early educators and the infants, toddlers and preschoolers they teach promote learning.
- Whether the classroom environments and materials support early learning, including a focus on developing language and literacy.
- And, the program's operations – including staff qualifications and the curriculum used to teach young kids.

Quality First coaches help child care providers develop a quality improvement plan and access resources to improve program quality. Quality First improves early education by:

- Helping early educators access college courses and degrees so that they have the knowledge and skills necessary to support young minds;
- Providing resources so that child care centers and homes can buy teaching materials that promote language, literacy and learning;
- Mentoring for child care centers on effective health practices and inclusion of children with special needs;
- And, incentives to keep the most seasoned teachers working where it matters most: in early childhood.

FirstThings First also funds scholarships that helped **1,000** infants, toddlers and preschoolers access Quality First programs this year.

Early analysis shows that this level of support is helping to improve the education young kids are receiving. After 18 months of participating in Quality First, 95% of child care programs have either improved or maintained the quality of the early care and education they provide.

"Quality First has made a huge difference for our kids," said Susie Sanson, owner of two Susie's Mama Bear child care centers in Phoenix that participate in Quality First. "Our teachers love children, but many of them never got the chance to study beyond high school. Through Quality First, they have learned how to support children's learning, instead of just telling them what to do. We see interactions with kids that are richer, and more meaningful. I can tell they are more prepared for kindergarten. As the parents have seen their children thriving, they have become more excited and open to participating in the learning process."

We see interactions with kids that are richer, and more meaningful. I can tell they are more prepared for kindergarten.

A Quality Future

Currently, more than 41,000 kids have access to higher quality early learning programs through the 762 child care providers participating in Quality First. By July 2015, it is estimated that 1,100 programs will participate, meaning a better early education for 55,000 young kids.

In fiscal year 2013, a website will be launched that will give parents the tools they need to make early care and education choices that meet their family's needs, including information about what high quality early care and education looks like and the ratings of Quality First participating providers in their community.

For many parents in Arizona, child care isn't a philosophical issue; it's an economic reality. They need to work; and, they want their kids learning while they do it. Parents know in their hearts what scientific research has proven: kids in high quality early learning programs do better in school and in life. They score higher on school readiness assessments, and are more likely to graduate and go on to college. By promoting quality in education at the time when learning begins – birth to 5 years old – FirstThings First is ensuring that more kids are prepared to succeed in school and in life!

YUMA, ARIZONA

Four-year-old lam was born with a rare genetic disorder making it hard for him to speak, socialize and even walk. When family members who cared for lam moved away, and mom and dad had to work, lam needed a caregiver who could meet his special needs. For his dad, Abel, it was frustrating that many child care centers didn't have the staff or ability to give lam the attention he needed.

But, when they walked into Kelland's Kiddie College in Yuma, they knew they found the right place.

"It just seemed to be the right fit; the people were caring they paid attention to lam," Abel said. "They told us what he did during the day, if he ate; they showed a lot of concern for how he was doing."

The Early Care and Education Inclusion + Program works with centers like Kelland's Kiddie College to train and coach their staff to work with special needs children. This program, sponsored by the FirstThings First Yuma Regional Partnership Council through Southwest Human Development, makes sure more children with special health and developmental needs can go to early education programs and child care providers.

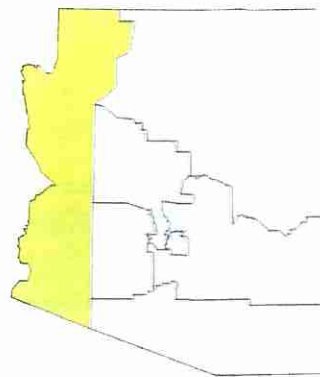
The focus is on creating a partnership between families and child care staff, showing that nothing should stand in the way of a quality early education. For dad Abel, this meant learning sign language and using flashcards with pictures at home. "They taught us a lot of patience and it's going to be a process, something that you don't normally think about," he said.

lam is learning to count from 1 to 20, expanding his vocabulary and socializing and playing more with other kids. "He's just progressing and moving forward," Abel said. "He's not stuck or staying where he's at."

The program – which has worked with six center-based and 14 home-based child care providers – has resulted in more choices for parents who want an early learning program for their children with special needs.

"ECEI+ child care providers, knowing they now have support, are more open and receptive to enrolling children with differing abilities into their programs," said Raquel Muñoz, program supervisor and senior coach.

Programs like ECEI+ are helping Arizona fulfill its commitment to help all kids succeed in school and in life.





GILA BEND, ARIZONA

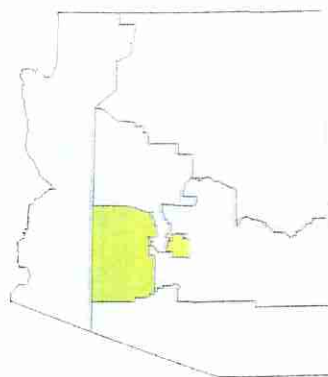
Many parents want to help their children learn and prepare them for school, but for some, finding early childhood resources and getting to those programs can be nearly impossible.

"Especially in a small town like Gila Bend, it can be really hard; some of the programs that can help you with your kids just weren't available here; and if we could find them in nearby towns, transportation was a problem, since the dads take the car with them when they go to work," said Sara, mom to 6-year-old Annie and 3-year-old Sammie.

One renovated building and a \$200,000 grant from the Southwest Maricopa Regional Council changed all that. The Gila Bend Family Resource Center, a partnership between FTE, Care1st Health Plan and the Town Of Gila Bend, is a hub for early childhood programs and community programs.

Parents can enroll in health insurance programs, get information on community resources that may be beneficial to their families, and perhaps most importantly, access classes on how to help their children grow and learn.

"The brain classes are the best; we learned how most of our kids' brains develop by the time they are 3, and how talking to them and playing with them can help them learn," Sara said. "But, a big part of that was learning how not to underestimate our kids. We think, 'they can't learn the countries of Europe; they're too little,' but they can learn it because their brains are like sponges. We just have to make it interesting and fun."



She said she has learned about early childhood topics ranging from effective discipline and car seat safety, to the importance of nutrition and exercise for young kids.

Dad Pedro said they also learned how to set up schedules and routines at home to work with their kids. That includes reading to them every night before bed, which not only has built up their vocabulary, but their excitement to learn. "They are the ones who ask 'hey dad can you read us a story?' so they are always waiting for their story," he said.

Sara said the parenting classes have also provided lots of books for the family to have at home, which encourages them to spend time together and learn.

Before finding the center, Pedro said it was hard to find any early childhood information in his rural community. But now, he has access to many early childhood resources all under one roof.

"When we meet someone new to our community, we now have a place where we can refer them to," Sara added. "The center makes them feel like they are better parents and like they are part of the community."

Re-Thinking Investment

As part of the law that created First Things First, the State Treasurer invests FTF's funds, along with the funds of all state agencies. Any interest earned by FTF's funds can then be used to support early childhood programs. But the way FTF's funds were invested within the various state treasurer investment pools yielded very little interest.

Recognizing options were available, First Things First asked the State Treasurer to invest its funds in a separate pool with slightly longer-term investments that have the potential to earn more.

"We're the first agency to set up a separately managed account in recent history," FTF Chief Financial Officer Josh Allen said. "It's an opportunity to maximize investment so that FTF can put more money into programming in the short and long term."

A simple comparison would be parents who set up a college fund for their child through an investment – like an individual retirement account – that cannot be used in the short-term without penalty, but that will be available years down the road when their child graduates from high school.

Through responsible budgeting and diligent investment planning, FTF is able to ensure that funds are available to meet its current obligations, while helping to build resources for the next generation of young kids.

Responsibility & Accountability

FTF's new investment strategy is responsible and accountable, following all state laws and guidelines from the Arizona State Treasurer's Office. With a separately managed account for investments in stable securities, bonds and mortgages, FTF projects that this will not only help sustain children's education programs, it will help them grow. And, all this is done with no impact to the state's General Fund.

Ultimately, it's about being responsible with public money and maximizing the investment voters made in early education.

"These are investment return dollars that would have simply gone unused and untapped and unavailable to young children in the state of Arizona," Allen said. "We are maximizing these resources and, ultimately, putting as much money in to the education and health of young children as possible."

Financial Report

PROGRAM ACCOUNT BY GOAL AREA

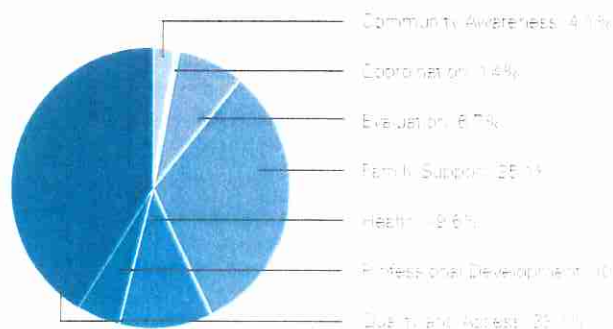
	FY2011
Community Awareness	\$ 6,321,995
Coordination	2,125,619
Evaluation	10,216,111
Family Support	38,449,972
Health	30,134,515
Professional Development	15,363,628
Quality and Access	50,851,621
Total	\$155,513,472

FIRST THINGS FIRST REVENUES

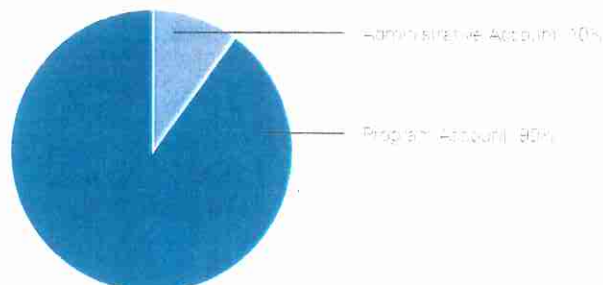
Administrative Account	\$ 13,744,263
Program Account	123,698,357
Total	\$137,442,620

Note: At the time of printing, the final reconciliation of FY2011 expenditures was not complete. As such, expenditures reported include June plus those expenditures reconciled as part of the state's Period 13, but are not inclusive of final adjustments that tie the appropriation year to the fiscal year under an accrual accounting methodology.

PROGRAM ACCOUNT BY GOAL AREA



FIRST THINGS FIRST REVENUE



Making Progress

Growing the Community Conversation

Early childhood isn't just an issue for parents; it's not just an issue for pediatricians and child care providers. The knowledge and character skills that make good students, healthy communities and a strong economy are formed long before kids enter school.

Early childhood impacts everyone.

Study after study shows that kids exposed to high quality early education score higher on school readiness assessments. Early education boosts high school graduation rates and college success, which reduces teen pregnancy, unemployment, and the need for social services. In fact, every \$1 invested in early childhood yields a \$16 return in reduced government spending, decreased costs for crime, and increased individual earnings.

Across Arizona, these startling facts are part of an ever-growing community conversation about the stake we all have in ensuring kids arrive at kindergarten prepared to succeed.

As part of the voter mandate that created FirstThings First, we work to help parents and the community understand the importance of early childhood. In the past year, FirstThings First has presented information at ~~xxx~~ meetings and events, and has connected with more than ~~xxx~~ Arizonans to help their communities continue the dialogue about what young kids need to be ready for school and set for life. We have also launched a robust online resource – at azftf.gov/brains – to help people get informed about early childhood and pass this information along to their personal and professional networks.

FirstThings First joins an ever-growing chorus of voices working to help all Arizonans understand the benefits of early childhood investment. Examples of how early childhood is becoming a bigger issue for Arizonans include:

- Governor Jan Brewer's Arizona Ready initiative – Dedicated to preparing Arizona students to succeed in school, this effort is bringing together policymakers, parents, business leaders and educators who realize the importance of reforming education to meet the new demands of the knowledge economy. The initiative includes specific indicators that will be used to gauge progress and recommend strategies, including early childhood issues like improving kindergarten readiness scores, increasing the number of parents who read to young kids, and increasing the number of parents who feel confident and competent in their ability to help their kids prepare for school.

- Educare – In the heart of Phoenix, this living laboratory – one of only 15 such schools nationwide – is showing policymakers and the public how a partnership between parents, schools, business, early childhood providers, and philanthropy can make a huge difference for young kids in the community. The concept has drawn support from a variety of philanthropic efforts devoted to improving education, including the Buffet Early Childhood Fund, the Whiteman Foundation, the Ibis Foundation, the Virginia G. Piper Charitable Trust, Southwest Human Development and the Steve Nash Foundation.
- BUILD Arizona is creating a powerful, multi-sector, enduring coalition of children's champions committed to working together to enhance opportunities for Arizona's young children. Initiated through support of Helios Education Foundation, Virginia G. Piper Charitable Trust, Steele Family Foundation, and Valley of the Sun United Way, Build AZ receives technical assistance from the National Build Initiative, which works with states across the country to garner private support and stimulate sustained public investment to further the development of comprehensive, sustainable early childhood systems.
- Expect More Arizona – This effort encourages all Arizonans to learn more, expect more and do more on behalf of quality education in our state. In the past, such efforts focused on K-12 or K-college. FirstThings First has collaborated with Expect More to ensure that those efforts begin in early childhood, where learning starts. As a result, Expect More has developed tips and resources geared toward parents of young kids, so that our efforts to help kids succeed extend from the cradle through career.

These are great examples, but the conversation cannot stop there.

All of Arizona must participate in this conversation and encourage it to grow. In accordance with its statutory responsibilities, First Things First has developed extensive tools to help Arizonans build their knowledge of early childhood and join the conversation of what kids need to be ready for school and set for life.

We encourage everyone – parents, caregivers, providers, educators, faith organizations, business leaders and policymakers – to visit AZFirstThingsFirst on Facebook and learn what you can do to get informed, get engaged and get them ready!

First Things First Regional Partnership Councils

The First Things First Board gratefully acknowledges the partnership of the community organizations below in delivering high quality early childhood services to kids birth to 5 throughout Arizona.

First Things First Regional Partnership Councils

Central Maricopa Regional Partnership Council

Central Phoenix Regional Partnership Council

Central Pima Regional Partnership Council

Cochise Regional Partnership Council

Coconino Regional Partnership Council

Cocopah Tribe Regional Partnership Council

Colorado River Indian Tribes Regional Partnership Council

Gila Regional Partnership Council

Gila River Indian Community Regional Partnership Council

Graham/Greenlee Regional Partnership Council

Hualapai Tribe Regional Partnership Council

La Paz/Mohave Regional Partnership Council

Navajo Nation Regional Partnership Council

Navajo/Apache Regional Partnership Council

North Phoenix Regional Partnership Council

North Pima Regional Partnership Council

Northeast Maricopa Regional Partnership Council

Northwest Maricopa Regional Partnership Council

Pascua Yaqui Tribe Regional Partnership Council

Pinal Regional Partnership Council

Salt River Pima Maricopa Indian Community Regional Partnership Council

San Carlos Apache Regional Partnership Council

Santa Cruz Regional Partnership Council

South Phoenix Regional Partnership Council

South Pima Regional Partnership Council

Southeast Maricopa Regional Partnership Council

Southwest Maricopa Regional Partnership Council

Tohono O'odham Nation Regional Partnership Council

White Mountain Apache Tribe Regional Partnership Council

Yavapai Regional Partnership Council

Yuma Regional Partnership Council

First Things First Grantees

Adelante Healthcare

Ages & Stages Training

Aguila Elementary School District

Ajo Unified School District Pre-K

Altamonte Valley School District

American Academy of Pediatrics - AZ Chapter

American Academy of Pediatrics - AZ Foundation

Apache Junction Public Library

Arizona Board of Regents - Arizona State University

Arizona Board of Regents - Eight, Arizona PBS

Arizona Board of Regents - Northern Arizona University

Arizona Board of Regents - University of Arizona

Arizona Department of Economic Security

Arizona Department of Education

Arizona Department of Health Services

Arizona Partnership for Children, L.L.P.

Arizona's Children Association

Association for Supportive Child Care

Banner Health

Blackwater Community School

Bouse Elementary School

Bullhead City Elementary School District #15

Casa Blanca Community School

Casa de los Ninos, Inc.

Catholic Healthcare West Foundation - East Valley

Center for Autism and Related Disorders, Inc.

Central Arizona College

Chandler Christian Community Center

Chandler Unified School District

Chicanos Por La Causa, Inc. - Parenting Arizona

Child and Family Resources Inc.

Child and Family Resources, Inc. - Kingman

Child and Family Resources - Yuma

Child Crisis Center

Child-Parent Centers, Inc.

Children's Action Alliance

City of Avondale

City of Chandler Police Department

City of Phoenix Library

City of Scottsdale

City of Tucson

Coalition for Compassion and Justice

Cochise College

Coconino County Public Health Services District

Coconino County Superintendent of Schools

Cocopah Indian Tribe

Colorado River Indian Tribes

Community Action Human Resource Agency

Community Counts

Community Food Bank Inc.

Crisis Nursery, Inc.

Deer Valley Unified School District

E.Q. Scholars Inc.

EAR Foundation of Arizona

Easter Seals Blake Foundation

Easter Seals Blake Foundation - Tucson

Flowing Wells School District

Fort Defiance Indian Hospital Board, Inc.

Fort Mojave Indian Tribe

Ft. McDowell Yavapai Nation

Gila Bend Unified School District

Gila County

Gila County Library District

Gila Crossing Community School

Gila River Health Care Corporation



Mission

All Arizona's children are ready to succeed in school and in life.

Vision

First Things First is one of the critical partners in creating a family-centered, comprehensive, collaborative and high-quality early childhood system that supports the development, health and early education of all Arizona's children birth through age five.